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FISCAL IMPACT REPORT

ORIGINAL DATE 2/2/08

SPONSOR Lovejoy LAST UPDATED _____ HB _____

SHORT TITLE Character Building Dance Program SB 359

ANALYST Lucero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$10.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to: HB92 “Santa Fe Dance Education Programs”; SB194 “Santa Fe Dance Festival”; SB141 “Las Cruces Youth Dance Programs”; SB277 and HB506 “Character Building Dance Program”; SB577 “Santa Fe Youth Dance Program”; and SB238 “Grant and Socorro County Dance Education”, SB502 “Elementary School Youth Dance Programs”.

Relates to Appropriation in the General Appropriation Act: \$400.0 in DOH base budget for youth dance program to reduce obesity

SOURCES OF INFORMATION

LFC Files

Responses Received From

Children, Youth and Families Department (CYFD)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 359 appropriates ten thousand (\$10,000) from the general fund to Children, Youth and Families Department for expenditure in FY09 to support a best-practice character-building youth dance program at schools in Dulce, Ojo Encino, and Cuba.

FISCAL IMPLICATIONS

The appropriation of ten thousand (\$10,000) contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of 2009 shall

revert to the general fund.

This bill is not part of CYFD's request or executive recommendation.

SIGNIFICANT ISSUES

Evidence indicates that youth who are involved in recreational activities consistently show lower rates of substance use and gang involvement (The NSDUH Report, 2007; Research Review: Gang Violence and Prevention). They demonstrate healthier functioning on such indicators as academic achievement, psychological adjustment, and improved quality and quantity of interactions with their parents (Social Policy Report, 2006). Activities such as sports, music, and drama help build a sense of self-worth and self-respect.

According to the National Dance Institute of New Mexico (“NDI-NM”), a character-building dance program is designed to “teach teamwork, tenacity, discipline, and [that] joyful effort can equal success.”¹ Dance programs like those provided by NDI-NM fill a “vacuum”² in schools by providing physical education to improve health outcomes like obesity, cardiovascular health, and nutrition in children and help teach students skills that improve their academic performance.³

This bill offers the opportunity for youth to participate in dance programs at schools in Dulce, Ojo Encino, and Cuba. CYFD does not currently manage such a program.

The Public Education Department (PED) states that movement, choreography, storytelling, valuing one’s own and others’ cultures can be enhanced through performing arts/dance. Learning through the arts creates interest, discipline, focus and promotes learning and skill development. The NM Content Standards for the Arts make a foundation for this learning along with other Content Standards through:

- Demonstration of an understanding of the dynamics of the creative process.
- Observation, discussion, analysis and making critical judgments about artistic works.
- Increased awareness of diverse peoples through the performing arts.
- Connections and parallels among the arts, health and physical education disciplines as well as Science, Math, Language Arts, Social Studies, Modern, Classical and Native Languages and Career Technology.
- Contributions to the local community by sharing learning in movement, and dance.

As the world moves from a logical, linear information age into an economy and society built on the inventive capabilities of a conceptual age, creative design, symphony, empathy and meaning will emerge to be as valued as logical thinking and linear skills are now.

References:

New Mexico Content Standards, Benchmarks, and Performance Standards Visual and Performing Arts K-12 (2007 revision) Retrieved January 17, 2008

Pink, D. (2005). *A whole new mind*. New York. Riverhead Books

¹ National Dance Institute of New Mexico. Webpage. Retrieved 1/22/08, www.ndi-nm.org/about_us.html.

² Journal Santa Fe. “Dance Program ‘Definitely Filling A Vacuum’”. February 7, 2006. Retrieved 1/22/08, National Dance Institute of New Mexico, www.ndi-nm.org/news/Journal_Santa_Fe-3-7-06.pdf.

³ Ibid.

PERFORMANCE IMPLICATIONS

CYFD’s mission focuses on working with local communities to develop prevention and intervention programs for youth. This program is consistent with CYFD’s mission.

ADMINISTRATIVE IMPLICATIONS

Administering this bill requires CYFD to use existing resources to develop, implement, and administer a contract or contracts to disburse the funds as intended.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to: HB92 “Santa Fe Dance Education Programs”; SB194 “Santa Fe Dance Festival”; SB141 “Las Cruces Youth Dance Programs”; SB277 and HB506 “Character Building Dance Program”; SB577 “Santa Fe Youth Dance Program”; and SB238 “Grant and Socorro County Dance Education”, SB502 “Elementary School Youth Dance Programs”.

Relates to Appropriation in the General Appropriation Act: \$400.0 in DOH base budget for youth dance program to reduce obesity

TECHNICAL ISSUES

It is unclear if the sponsor of the bill intends to prioritize at-risk youth by appropriating these at funds to CYFD to partner with PED to provide dance programs to in Dulce, Ojo Encino, and Cuba.

OTHER SUBSTANTIVE ISSUES

Involvement with music and the arts has been repeatedly identified as a resiliency factor for youth that, in concert with other resiliencies, serves to protect them from risk factors to their health, safety, and development.

New Mexico’s Physical Education Content Standards call for students to:

- Maintain and improve physical fitness, motor skills and knowledge about physical activity.
- Practice and demonstrate physical activity as a vehicle for self-expression.

The National Dropout Prevention Center/Network provides the following information regarding the need for after-school programs: “Many disadvantaged students in urban and rural environments lack the day-to-day experiences that stimulate their intellectual development. After-school opportunities have positive effects on academic success, social behavior and provide opportunities for enrichment for at-risk students. There are a multitude of youth programs available, but many are inaccessible to inner-city and rural youth. These youth have fewer programs from which to choose than those in the suburbs. Urban youth often turn to gangs and the drug trade for protection, friends and job opportunities due to lack of parental authority. The rural areas tend to lack the level of violence of inner cities, but there are still problems. A disproportionately large share of the poor are enrolled in rural schools. Rural areas are characterized by geographic isolation, declining population and inadequate community facilities which exacerbate the problems related to economic hardship and racial and ethnic tensions (Green

& Schneider, 1990).”

There is an association between sedentary lifestyles and obesity, which can result in sleep apnea, asthma and Type II Diabetes -- all of which impact student learning and can contribute to the achievement gap.

National data indicate that 15% of youths are overweight. In New Mexico, 17% of elementary, 52% of middle school and 43% of high school students are overweight. The economic burden of chronic diseases associated with obesity is \$324 million in New Mexico and \$117 billion nationally.

According to the 2005 New Mexico Youth Risk and Residency and Survey

- 44% of New Mexico high school students did not participate in physical activity during the past week of the survey
- 50% of high school students are not enrolled in physical education.

Educational outreach programs based upon learning through the arts and culture promote:

- Creative, engaged, skilled and confident students for New Mexico
- Family and community involvement
- Cultural and traditional celebrations, appreciation and connections
- Celebration and development of artistic skills and knowledge
- Support to New Mexico’s elementary arts education programs
- Contribution to closing the achievement gap for students
- Improved school performance, cultural preservation and rejuvenation and job training.

(The President’s Committee on the Arts and the Humanities, U.S. Department of Education, 2006).

ALTERNATIVES

None identified.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Status quo.

POSSIBLE QUESTIONS

None at this time.

DL/nt